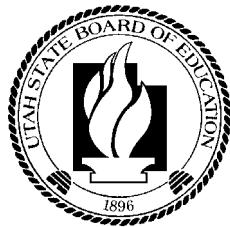


**The Report of the  
Accreditation Visiting Team**

**Juan Diego Catholic High School  
300 East 11800 South  
Draper, Utah 84020**

**March 11-12, 2004**



Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Juan Diego Catholic High School  
300 East 11800 South  
Draper, Utah 84020**

**March 11-12, 2004**

**UTAH STATE OFFICE OF EDUCATION**

**Steven O. Laing, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
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## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 11-12, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Juan Diego Catholic High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Dr. Galey Colosimo is commended.

The staff and administration are congratulated for the generally fine program being provided for Juan Diego Catholic High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Juan Diego Catholic High School.

Steven O. Laing, Ed.D.  
State Superintendent  
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*10/30/03*

## **CATHOLIC DIOCESE OF SALT LAKE CITY**

The Most Reverend George H. Niederauer ..... Bishop  
Sr. Catherine Kamphaus, CSC.....Superintendent of Catholic Schools

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Cliff Yeckes ..... Member

# **JUAN DIEGO CATHOLIC HIGH SCHOOL**

## **ADMINISTRATION**

Dr. Galey Colosimo ..... Principal  
John Colosimo ..... Vice Principal  
Chris Long ..... Assistant Principal  
Jennifer Jacobson ..... Assistant Vice Principal

## **STAFF**

### **Counseling**

Elise Diliberti ..... Drexel Advisor  
Timothy Gardner ..... Counselor, 9<sup>th</sup> Grade  
John Gavin ..... Counselor, 10<sup>th</sup> Grade  
Roxanne Kammerer ..... Counselor, 12<sup>th</sup> Grade  
Michelle Rasich ..... Counselor, 11<sup>th</sup> Grade  
Rev. Dennis Ruane ..... Counselor

### **Support Staff**

Pam Breton ..... Accounting  
Kim Darby ..... Accounts Payable  
Ruth Fitzpatrick ..... Accounts Receivable  
Molly Dumas ..... Advancement Director  
Pat Bayer ..... Advancement Associate  
Jill Mabry ..... Advancement Associate  
Annie Taylor ..... Advancement Associate  
Cherrie Evans ..... Administrative Services  
Jan Selmer ..... Cafeteria Manager  
David Simpson ..... EDO Skaggs Catholic Center  
Elmer Downs ..... Facilities Manager  
Samantha Watnes ..... Library Assistant/Archivist  
Susan Tuite ..... Main Office  
Carolyn Schnurr ..... Nurse  
Jo Cendagorta ..... Student Services Assistant

### **Faculty**

Brenda Balance  
Anthony Barbiero  
Bruce Bjorklund  
Marianne Cavanaugh  
James Chisholm  
Kathryn Czarnecki  
Michael Dente  
Cindy DeRoda  
Bish Dolegiewicz  
James Duane  
Janet Duane  
Ginny Gale  
Patti Garrison  
Amy Goble  
Chris Horras

Ann Hunt  
Anthony Jefferies  
Bryan Jeffreys  
Caryn Ketcham  
Angela Koelsch  
Rev. Mark Krylowicz  
Tammy Kuramoto  
Patrick Lambert  
Scott Larrabee  
Jacquelyn Lesiak  
Amanda Long-Clark  
Mary McConnell  
Mike McNary  
Michael Melonas  
Susan Northway

Nanette Parson  
Jeff Pashley  
Natalie Pixton  
Scott Platz  
Greg Pedroza  
Mary Purk  
Paul Rainaldi  
Larry Sanich  
Maria Schmitt  
Jesse Shelkey  
Natalie Terry  
William Trentman  
Johanna Underwood



## **JUAN DIEGO CATHOLIC HIGH SCHOOL**

### **MISSION STATEMENT**

We are engaged in a partnership of parents, students, faculty and staff. Our mission is to serve God by providing a challenging academic education integrated with Catholic values and morals developing the whole person spiritually, intellectually, physically and socially.

### **BELIEF STATEMENTS**

*Juan Diego Catholic High School exists to bring the saving message of Jesus Christ to all members of this community of faith. We strive to learn and practice the values that Christ taught us:*

- To believe in and seek salvation with God;
- To demonstrate love and respect for ourselves and each other through service and support in the community;
- To develop the full spiritual, moral, intellectual, physical and social attributes of our students and;
- To work with parents to provide a Catholic and academic education so that our students might become Christian leaders who shine in the Light of God.

## **MEMBERS OF THE VISITING TEAM**

Dr. Ralph P. Vander Heide, Consultant in School Accreditation, Visiting Team  
Chairperson

Edna Ehleringer, Olympus High School, Granite School District

Beverly Stout, Elk Ridge Middle School, Jordan School District

Bob Jackson, Judge Memorial Catholic High School

Tim Carr, Westminster College of Education

Rev. Joseph Mayo, Cathedral of the Madeleine

Jim Kubacki, President, Eastside High School, Bellevue, Washington

Sister Beatrice Garcia, Director of Campus Ministry, Los Angeles, CA

# **VISITING TEAM REPORT**

## **JUAN DIEGO CATHOLIC HIGH SCHOOL**

### **CHAPTER 1: SCHOOL PROFILE**

In the early 1990s the Catholic Diocese of Salt Lake City, Utah produced a strategic plan that detailed the current educational landscape of the diocese, as well as recommendations for future growth. One of the key points in the plan was that the diocese needed to build new schools, both secondary and elementary, in the south Salt Lake Valley to serve as a complement to its existing schools in the north.

In January 1995, Bishop George H. Niederauer was ordained as the new bishop for the Diocese of Salt Lake City, and was presented with the schools' strategic plan. The principals were encouraged to develop their ideas, being mindful of the limited financial resources of the diocese, and Sam Skaggs, the owner and CEO of American Stores, a national drugstore and grocery chain, offered his assistance.

The negotiations between Mr. Skaggs and the diocese led to the purchase of 57 acres of land in Draper, Utah and the promise to pay for the construction of a new elementary school and a new high school to be funded by the Skaggs Family Foundation. Construction on the schools began with a completion date set for August 1999.

The Skaggs Catholic Center officially opened its doors on August 25, 1999, with a dedication set for September 26, 1999. The parish, named for St. John the Baptist, moved from another mission site in Draper to the offices of the elementary school where it would reside, using the facilities of the schools until the Catholic community could build a new church and parish complex on the land granted to them by the Skaggs Family Foundation. St. John the Baptist Elementary School, named after its parish affiliation, opened with three classes for every grade level from kindergarten through eighth and a full-time daycare called Guardian Angel Daycare. The high school, named for Blessed Juan Diego, opened with grades 9 and 10, and in subsequent years would add grades 11 and 12, so that its first graduating class was planned for May 2002.

In May 2001, the size of the K-8 elementary school made it necessary to split the school, creating the first fully functioning grade 6-8 middle school in the diocese. The middle school, also named for St. John the Baptist, was formed. Then, in May 2002, because of their size, location, and unique creation by the Skaggs Family Foundation, both the elementary and middle schools became Diocesan Regional Schools. The principals of the three schools and the executive director comprised the Skaggs Catholic Center Council. The Council serves as the oversight body that governs the three schools, and ensures the proper implementation of the center's operating agreement, which is officially promulgated by the bishop of the diocese.

A team of eight educators visited Juan Diego Catholic High School on March 11-12, 2004 to complete a site evaluation as part of the requirements for continued accreditation by the Northwest Association of Accredited Schools and the State of Utah. The purpose of the visit was to carry out the second step in the ongoing self-improvement/accreditation process, a review of the school's self-study by a team of peers. The first step in the process is completion of the self-study by stakeholders associated with the school. The third and last step is to continue the self-evaluation and to achieve the objects of the school's strategic plan (also termed "self-improvement plan" or "action plan"). It is expected that the self-improvement process will be "internalized" and become part of the culture of the school. Ongoing self-review is essential for the improvement of teaching/learning and the accomplishment of specific schoolwide learning objectives.

Administrators, a few "student ambassadors," and some other personnel and stakeholders were introduced to the Visiting Response Team at a breakfast meeting. During the two days of the visit, the Visiting Team held further meetings with groups of parents, faculty members, and students. The team members agreed that these contacts with stakeholders, coupled with perusal of the school's self-study, resulted in a good, basic understanding of the "big picture" at Juan Diego. At the end of the second day, a debriefing was held to share with the faculty and others the findings and conclusions of the Visiting Team. Major commendations were emphasized in the debriefing, and principal recommendations listed.

The school had prepared for the visit by conducting a self-study over a period of several months. The study was based on *Validating the Vision: An Assessment Protocol for Mission Effectiveness, Institutional Accreditation, and Strategic Planning in the Catholic High School* by Mary Frances Taymans, SND, Ed.D., published by the National Catholic Educational Association (NCEA) as a guide for accrediting the quality of Catholic educational programs. The principal had also received some training in the accreditation procedure advocated by the National Study of School Evaluation (NSSE) and the state of Utah, and therefore, to some extent, made use of the NSSE manual *School Improvement: Focusing on Student Performance*, by Kathleen Fitzpatrick, Project Director, as well as *Collaborating for Student Achievement*, the manual specifically designed for use in accrediting schools in Utah, which is based on the NSSE materials. The school's "self-improvement plan" (SIP) was based primarily on the guidelines and procedures of *Validating the Vision*.

The Visiting Team could not determine from the self-study to what extent committees or focus groups had been formed to study the performance of the school; other Catholic schools have organized such committees, which include a cross-section of stakeholders such as parents, former students, parish members, etc., as well as personnel employed at the school. These schools formed committees for each of the following areas:

- Climate and Culture
- Curriculum and Instruction

- Professional Development
- Administrative Sections
- Student Services
- Strategic Plan
- School and Community Relations
- Student Athletics and Activities
- Governance, Accountability, School Finance, Institutional Advancement, Facilities

It is recommended that Juan Diego form such committees to continue the self-study process (if such committees are not yet in place). However, it must also be noted that faculty, students, and parents had completed surveys on the above topics. It appears that all groups of constituents have been included in and committed to the self-study process, and all stakeholders are familiar with topics listed above.

a) *What significant findings were revealed by the school's analysis of its profile?*

Through the use of *Validating the Vision*, all nine of the above-mentioned areas were examined. The profile of Juan Diego Catholic High School adequately portrays the school population, environment, curriculum, and other relevant information about the school, with emphasis on its mission, philosophy and educational direction.

b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team assumes that the school will use *Validating the Vision* in future self-studies. This is the required procedure for Catholic schools, and is accepted by the Utah State Office of Education. It is recommended, however, that the school consider working more closely with the specific procedure and format used by other public and private schools in Utah (NSSE materials and *Collaborating for Student Achievement*). Catholic schools can use both.

**Suggested Areas for Further Inquiry:**

The Visiting Team suggests that this young school continue to gather profile data and disaggregate that data in order to strengthen the ethos of ongoing and unending improvement of learning outcomes. Presently the school is simply too new to have information such as longevity studies.

## CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

This has been done quite extensively. A systematic process following *Validating the Vision* was used to collect and manage profile data. Also see comments above, as well as “Shared Vision” below.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study appears to have discovered and defined both strengths and weaknesses accurately. See also “Shared Vision” below.

## CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Juan Diego Catholic High School’s desired results for student learning (DRSLs) are as follows:

Juan Diego Catholic High School graduates will:

1. Work and pray to grow in their relationship to the Lord and value and strengthen their relationship with a religious tradition and community.
2. Be intellectually curious and life-long learners.
3. Demonstrate a variety of thinking processes, and use multiple approaches to solve complex problems.
4. Contribute to a safe school and safe society.
5. Use a variety of appropriate communication skills.
6. Collaborate effectively with others.
7. Learn the value of service to others and provide service to the school and community.
8. Respect self and others and understand the diversity and inter-dependence of all people.

### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school went through an extensive consensus-building process to build its shared vision for the school. Parents, students, teachers, and administrators were invited to attend various monthly group meetings and give input from the initial phases through the actual writing and approval of the final statements. In addition, the entire school community (stakeholders—students, faculty administrators, and parents) was given an opportunity to provide input through surveys and to examine and to contribute suggestions for the shared vision, mission, and beliefs. The Visiting Team feels that Juan Diego Catholic High School did an effective job developing its mission and beliefs, and commends the school for its work in this area. The team also observes the role of the leadership in understanding that this is an ongoing process, and that continued refinement of the mission and beliefs may be necessary in the future.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The key issues of literacy, effective communication, spiritually, community building, thinking and reasoning skills, collaboration, lifelong learning, and best practices were integral in the formulation of the vision, mission, and beliefs. Stakeholders believe strongly in the need for continuous improvement in student achievement, and this focus is evident in the belief statements. Limited profile data was available to the staff in developing the beliefs, mission, and vision due to the newness of the school. Future trends were somewhat addressed, but not thoroughly examined and/or considered during this process. The most valuable aspect of the process for those involved was developing the dialogue that took place among faculty members, helping them see the importance of collaboration and building community. It helped them to clarify their number one belief, that students, teachers, parents, faculty and staff form a partnership whose mission is to “serve God by providing a challenging academic education integrated with Catholic values and morals in developing the whole person spiritually, intellectually, physically and socially.”

- c) *To what extent do the school’s mission and beliefs align to support the school’s desired results for student learning (DRSLs)?*

The vision, mission, and beliefs were done as a collaborative, consensus-building process. The DRSLs are not formatted as expected. However, they do align with the specific mission and beliefs of the school. The mission and

beliefs appear to be well understood by stakeholders, and there is evidence of commitment to them.

In addition to a mission and beliefs, Juan Diego Catholic High School has a list of values which the school intends to foster in students. These include spiritual, behavioral, and service-oriented goals. Then, too, the school has a Graduate Profile that offers a model description of competencies that a graduate of Juan Diego should exhibit. These include competencies in spirituality, academics, critical thinking, healthy living, and demonstration of social skills. The mission statement is concise and meaningful. It appears to reflect agreement concerning the purpose of the school. The Visiting Team concluded that it gives a strong Catholic purpose and direction to the school.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Prior to opening, the school analyzed curricula at various Catholic high schools throughout the country and focused on designing excellence in a core curriculum, the “nuts and bolts” of a strong program. Since the school’s opening, academic departments, in dialogue with the administration, have worked to expand program offerings and define clear standards that reflect worthwhile expectations for student learning in each discipline. Essential knowledge and skills have been identified that are comprehensive and reflect a schoolwide belief that all students can learn. The caring nature of the faculty, selected tracking, peer tutoring and the St. Katherine Drexel Program help to address the learning needs of students. The school’s increasing commitment to professional development will facilitate greater access to research-based instructional practices. Vertical teams are working to articulate the school’s curriculum throughout the grade levels. The school is committed to thoughtful, ongoing development of the curriculum through its strategic plan.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Academic departments have articulated standards that support the holistic goals of the Profile of a Juan Diego Student, including the school’s DRSLs. The opportunity exists for the faculty to collaborate and refine the specific academic goals that will be reinforced throughout the curriculum (e.g., coordinated use of technology or writing). The school is true to its commitment to develop the whole person spiritually, intellectually, physically, and socially. For example, several former students in the Catholic system have returned as teachers to Juan



Diego, reinforcing this holistic approach to education. The school evaluates curricula based on the extent to which they supports student achievement, and has used available performance data as part of the curriculum evaluation process.

**Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Instructional strategies and learning activities are aligned with goals and performance standards for the ideal profile of a graduating Juan Diego student. The Visiting Team observed a variety of methodologies reflecting best pedagogical practices. An emphasis is placed on both essential knowledge and skills and high-order thinking, requiring students to apply their learning in meaningful contexts.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Instruction includes frequent and timely assessments of student learning progress that informs both teachers and students of the need for additional time or alternative learning strategies. Students are provided with opportunities to learn through group work, hands-on projects, role-playing, portfolios, research projects, multi-media productions, and more. A plethora of co-curricular activities greatly enhances student learning and creates connections to real life.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The school provides opportunities for students to improve and enrich their learning through expanded uses of time, facilities, instructional resources, and through collaborative networks of support within the school. Based on individual assessments, the St. Katherine Drexel program identifies students needing educational assistance and provides them with aid from a counselor within core classrooms. Additionally, the St. Thomas More program collates accelerated courses that test a student's ability to complete college-level work. Teachers give much of their own time to make sure students are progressing, the school employs a full-time person to monitor and teach study skills, and a testing specialist is available from the middle school.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

A shared schoolwide vision of successful student learning is developed collectively and by academic department through in-depth discussion, mandatory inservice opportunities, modeling, and exemplars so that constituents of the school community, including teachers, students, and parents, are aware of the expectations and measures of student achievement. Constituents are aware of the desired results for student learning (DRSLs). Teachers create assessment methods and tools keeping these DRSLs in primary focus.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The selection method of assessing student learning is consistently based on the type of learning to be assessed, the specific performance standards for evaluating student achievement, and the purpose of the assessment.

A wide variety of assessments are used, including “traditional” methodology, authentic assessment, and assessments based on the various identified multiple intelligences.

Counselors coordinate the administration of standardized tests. Incoming ninth graders take a placement exam. The ACRE exam from the National Catholic Education Association is administered to current ninth graders. Sophomores take the PLAN exam, while juniors take the PSAT. Over eighty percent of senior students take either the ACT or SAT test.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Performance standards and criteria for judging student performance are established and shared with students in advance of the assessment and are consistently applied on an equitable basis. Accommodations for specific learners and learning styles are made as required.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership has focused staff development efforts for the past few years on

professional development. Faculty members are encouraged to attend professional training, conferences (local and/or national), and meetings. The leadership makes a concerted effort to apply all existing resources of time, money, and personnel to implement effective staff development programs. Also, the DREXEL program was implemented to provide quality assistance to students. The school culture honors learning. All stakeholders foster high expectations for all students and expect that all students can learn. The school culture reflects the dedication of work in the best interest of student's academic and spiritual well-being. School leaders actively support teaching and learning by maintaining high visibility with students and staff, spending time in classrooms and on the school campus, and showing personal interest in the work of teachers.

Students and staff feel valued and important. Recognition systems are established. For example, students vote for "Outstanding Teacher" "Outstanding Staff Member." Students, staff members, and parents are honored and recognized for their dedication and hard work on behalf of student learning. These award assemblies are public in nature, and thus the school provides public acknowledgement of teachers' accomplishments before colleagues, parents, students, and the community.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The leadership has begun to employ data-driven, research-based decision making. Given the newness of the school, the leadership is effectively utilizing the available data. The leadership made a sincere effort to survey all stakeholders before including specifics on school improvement in the action plan. Staff members have been encouraged to monitor student achievement. The leadership at the school continues to refine its data collection efforts and inquiry into effective practices.

The seven NSSE rubrics, in addition to the study of "best practices" by all classroom teachers, would provide a common focus and language for future improvement efforts. The administrative staff is knowledgeable and energetic in its pursuit of an effective continuous improvement model based on a data-driven strategic action plan.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Juan Diego Catholic High School has taken its first step toward developing a comprehensive assessment system. Currently, standardized test data are the measurement tools the school uses to analyze instructional effectiveness. Therefore, monitoring of student progress takes place on a yearly basis. The

school will incorporate additional tools to measure and track student progress in achieving the DRSLs, as well as progress toward important content standards in each content area. The Visiting Team is confident the school has the leadership needed to build a comprehensive assessment system over the next six years.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

There is clear evidence that skillful management has been employed, given the presence of a state-of-the-art surveillance system to ensure safety, classrooms and learning centers that are exceptionally equipped, and a campus that is both attractive and conducive to the learning process.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school is young and growing. Each year resources have been allocated to develop and enhance its academic curriculum, along with co-curricular and extracurricular programs that focus on the achievement of the DRSLs.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Each week the school administration has an open forum where faculty and staff members may present their questions, comments, and concerns regarding the learning environment at Juan Diego Catholic High School. Also weekly, different groups of parents are invited to lunch with the school administration and counselors to present, address, and discuss their issues.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

Positive and productive working relationships have been established among students, teachers, support staff, and administrators. There is strong evidence of the effectiveness of the work of the school's stakeholders as a learning community.

Collaboration exists among the school administration, parent/teacher organizations, and student leadership, as well as civic entities. This is evidenced in the strong support of the Gala, the annual fundraising event for tuition

assistance, and the Silent Eagle program, which furthers the Skaggs family vision of educating those who may not be able to afford Catholic education. These events also provide community building on a social level. The cooperative efforts with local police agencies help to ensure safety and protection in the school environment.

The school's dedication to creating and supporting a learning environment for students that nurtures a sense of caring and belonging is evident in every facet of the work of the school. Students speak of the positive student-staff relationship that nurtures respect, dignity and a sense of belonging. Students feel they can approach members of the staff with their concerns. Several programs have been inaugurated to instill a sense of tradition and allegiance in this newly formed school as it builds its history.

The Catholic identity of the school, upon which community is built, is overtly and subtly sensed through the carefully planned environment.

Extensive support is provided to establish collaborative and interdependent teams to achieve the school's goals. The 2004 self-study provided the vehicle for formation of committees to meet the needs of the school in the near future. A clearly articulated strategic plan is in place based on the Master Strategic Plan of the Diocese of Salt Lake City.

*b) To what extent does the school extend the school community through collaborative networks that support student learning?*

The school actively engages parents and families as partners in the learning process through a variety of programs, resources, and instructional materials, beginning with the extensive and well-developed web page of the high school. Not only does it provide immediate access to student records and information for families and staff members, but it is also a learning tool for families and students who may access it. It allows parents/guardians to communicate directly with teachers of the student.

The St. Katherine Drexel Program is an excellent model for assisting students with learning challenges to succeed in the regular school program.

The availability of a drug and alcohol counselor to help students and families deal with a very difficult reality in their lives, when needed, is to be commended.

There are strong indications of student Christian service projects throughout the community and proactive efforts of Student Council members to be mindful of the needs of the entire student body (with emphasis on planning of major school events by individual classes).

The school forges productive links with the larger academic community and supports collegial working relationships across education levels K-16 to create a coherent and seamless instructional program for students. The school has initiated “vertical teams” that examine curriculum in grades 6 through 12.

The school builds collaborative networks of support with community with community members and groups, youth-serving agencies, clerical and government leaders, and leaders of higher education and business. Meaningful partnerships are established that extend learning opportunities for students and provide resources to support their achievement. The Gala draws from the larger community and benefits from strong parental support for its success. Several parental organizations, like the Boosters and the Home and School Association, provide excellent support of the programs in the school. The gifts of the student body are shared in the Christian Service Program through such agencies as the Soup Kitchen and other areas of community service. Strong support comes from the clergy in various schoolwide functions and sacramental programs offered through Campus Ministry.

Bishop Niederauer makes frequent visits to the campus to commemorate special events, such as the special school feast of St. Juan Diego.

Governor Michael O. Leavitt of the State of Utah also honored SoHee Koo, a Juan Diego student, who received top honors at the Springville Utah High School Art Competition.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school’s organizational system and culture stress the commitment to continuous improvement and strong support for school improvement and professional development. Faculty members have attended many inservices provided by the diocese and through the efforts of the administration. Through faculty concern and with the commitment and support of the administration, a committee has been established that administers budgeted funds for inservice requests by faculty.

Professional development programs are designed to facilitate the acquisition of new knowledge and skills by all staff members.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school fosters an understanding of the development process to create programs and an atmosphere for their established goals. Within this process they are developing the means for continuous improvement as the school grows. The school committees and boards, as well as the larger Skaggs Catholic Center's organizational leaders, are preparing for the future today.

The school supports the work of individuals and groups responsible or willing to take responsibility for implementing school improvement initiatives.

## **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

### **Standard I – Educational Program**

The school has a collaborative written statement of its mission and philosophy, and it follows the outlines of the State of Utah's Core Curriculum. It complies with indicators A-D.

### **Standard II – Student Personnel Services**

Student personnel services are extensive. They are designed to give systematic assistance to students. The counselor-student ratio meets the guidelines of NAAS. The school meets this standard.

### **Standard III – School Plant and Equipment**

As has been noted elsewhere, few (if any) schools are as beautiful as Juan Diego Catholic High School. Certainly the school plant serves as a vehicle for the implementation of the school mission. Not only is it conducive to learning, but, indeed, it encourages learning. Virtually everything at this school is "state of the art."

### **Standard IV – Library Media Program**

A certified library media specialist coordinates the media program. The school meets the DRSL for this standard as well as the other indicators regarding access, staffing, facilities, and resources. The Library Media Center is truly outstanding and commendable.

### **Standard V – Records**

This standard is met. Records are kept physically secure and are properly managed and protected.

**Standard VI – School Improvement (This is addressed in the self-study.)**

Juan Diego Catholic High School has a detailed plan for school improvement, complete with timelines, responsible persons, required funding and supplies, etc.

**Standard VII – Preparation of Personnel**

Personnel are certified or properly exempted according to state requirements.

**Standard VIII – Administration**

Administrators are licensed and carry out their administrative duties in compliance with this standard. Administrative leadership and procedures affect a co-operative working relationship between the administration and staff and ensure proper utilization of the capacities of all concerned.

**Standard IX – Teacher Load**

This standard is met. Class sizes are relatively low at Juan Diego Catholic High School.

**Standard X – Activities**

A plethora of support and co-curricular activities are offered, which give students an opportunity to expand on class work.

**Standard XI – Business Practices**

All three indicators of this standard are met. Juan Diego Catholic High School has adequate financial resources to cover operating expenses and to create an operating reserve for the long-term stability of the school. The financial resources and management of the school are capable of sustaining a sound educational program consistent with its stated philosophy and objectives.

**CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*



The school has taken its data and formulated an ambitious and extensive “Strategic Plan,” which is aligned with directives of the diocese. A timeline is given along with persons responsible for overseeing the achievement of the various objectives.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The Visiting Team observed that all stakeholders are conversant with and committed to the plan. Note the comments elsewhere in this report.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school wide action plan appear to be?*

Juan Diego Catholic High School appears to have an effective plan for implementing the strategies that are outlined.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The Visiting Team commends all stakeholders with whom the Visiting Team spoke for being forthright concerning both strengths and weaknesses of the school and eager to improve.
- The Visiting Team commends the faculty, administration, and staff for their hospitality.
- The Visiting Team commends all stakeholders for fostering a nurturing and helpful atmosphere.
- The Visiting Team commends teachers and staff members for their efforts in reaching out to parents and other stakeholders, in order to assure that the cooperation and high level of parental involvement continues and even increases.
- The Visiting Team commends teachers for their high degree of commitment to helping students. The Visiting Team observed that students were most appreciative of teachers’ dedication.
- The Visiting Team commends the devoted commitment among the administration and faculty to the special ministry of Catholic education and

Catholic identity that is evident in the displays throughout the school (e.g., crucifixes, statues, slogans, etc.). This aligns with the mission of Juan Diego Catholic High School.

- The Visiting Team commends all the staff members who have taken on the process of Campus Ministry in the school, along with all the other responsibilities they have.
- The Visiting Team commends students for exhibiting character/behavioral traits to the Visiting Team that correspond with the school's emphasis on building character. This is in line with the "graduate profile."
- The Visiting Team commends all constituents, but especially the custodial and maintenance staff, for the cleanliness and very well maintained status of the building. This attests to the pride which all take in the beautiful facility. Tradition building is evident.
- The Visiting Team commends the school's commitment to having five full-time counselors.
- The Visiting Team commends the administration, faculty, and board for recognizing all types of achievement of students and other stakeholders.
- The Visiting Team commends the efforts of the Board of Financial Trustees for supporting the Silent Eagle program.
- The Visiting Team commends the school for its highly effective use of state-of-the-art technology.
- The Visiting Team commends the development office for its goals and achievements in behalf of school improvement.

### **Recommendations:**

- The Visiting Team recommends that the Board of Trustees expand its membership to include stakeholders other than parents.
- The Visiting Team recommends that the school continue to collect, analyze, and incorporate more data in future planning as the school grows and matures.
- The Visiting Team recommends that the leadership and faculty continue developing and improving the teacher mentor program.

- The Visiting Team recommends that the leadership and board consider including department chairpersons in decision making concerning the hiring of new personnel.
- The Visiting Team recommends that the leadership and board continue efforts to attract and retain talented and caring faculty members.
- The Visiting Team recommends that the faculty and leadership continue to examine best practices in educating diverse learners.
- The Visiting Team recommends that, as requested in the self-study, the school find a way to hire a Coordinator/Director of Campus Ministry to coordinate all the aspects of the program they presently have in place.
- The Visiting Team recommends that the faculty and leadership work to better align the DRSLs with the action plan. Alignment of all parts of the self-study, the mission, school beliefs, analysis of instructional and organizational effectiveness, DRSLs, and action plan, should be evident (see NSSE handbook, *School Improvement*).

The objective of a school's self-study should be the improvement of a set of three or four learning outcomes. All self-analysis is then based on supporting and achieving those outcomes that all stakeholders have agreed upon, and the action plan should be designed to assure the achievement of those outcomes. **(Example of a DRSL: *Thinking and Reasoning Skills*. Goal Statement for that DRSL: *Students will demonstrate effective problem solving skills.*)**

The action plan would then list action steps, a timeline, estimated resources and support needs, and persons responsible for overseeing the various action steps and reporting results.

The Visiting Team recognizes that the school has a most detailed, extensive, and commendable strategic plan, which treats much more than learning outcomes. However, specific treatment of schoolwide (i.e., across all departments) learning outcomes (DRSLs) as indicated above is embedded but not clearly treated in the plan. Treatment of the DRSLs in alignment with the above paragraph should be addressed in the "Curriculum" section of the extensive strategic plan.